



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 509350

DfES Number: 511900

INSPECTION DETAILS

Inspection Date	19/05/2004
Inspector Name	Samantha Jayne Taylor

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Woodlands Park Pre-School Nursery
Setting Address	Woodland Park Road Bournville BIRMINGHAM WEST MIDLANDS B30 1HA

REGISTERED PROVIDER DETAILS

Name	Woodlands Park Pre-School Nursery Ltd
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ORGANISATION DETAILS

Name	Woodlands Park Pre-School Nursery Ltd
Address	Woodlands Park Hall, Woodlands Park Road Bournville Birmingham West Midlands B30 1SE

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Woodlands Park Pre-school Nursery opened over 30 years ago. It has been known by its current name since 2003 when it left the auspices of the Pre-School Learning Alliance and became a co-operative. The nursery operates from the church hall.

There are currently 24 children from 2 years 6 months to 5 years on roll. This includes funded 3-year-old and 4-year-old places. Children attend for a variety of sessions. The setting currently supports children with special needs.

The group opens five days a week for sessional times all year, term time only. Sessions are from 09:30 until 12:00 Monday to Friday, and from 13:30 until 16:00 on Mondays, Thursdays and Fridays. Children can attend for a variety of sessions with the exception of Friday mornings which is open for pre-school children only.

There are four staff members working with the children. Over three quarters of the staff have early years qualifications to NVQ level 3. The setting receives support from a teacher mentor from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Woodlands Park Pre-school Nursery provides good quality care for children.

Effective team working and strong management support a bright and child orientated environment. Policies and procedures are in place to ensure that staff have a consistent approach to their work; staff are knowledgeable, experienced in early years and well informed of practices. Regular staff meetings are held. Equipment and resources are maintained and meet safety standards. Children access resources at different levels from which they choose freely. The majority of documentation is accurate and maintained.

Safety is promoted through regular risk assessments. Policies and procedures are reviewed regularly. Attention is paid to health and hygiene, children are familiar with

routines. Children have access to water through a drinking dispenser which encourages independence skills and there are small group times for drinks and a snack. The pre-school aims to promote anti-discriminatory practice; festivals are celebrated and toys and resources reflect positive imagery. Children with special educational needs are welcomed and well supported. Written information is available to parents regarding child protection procedures.

Staff plan a wide range of indoor and outdoor activities within the surrounding community. Children are encouraged to explore and make their own choices about play and learning. Staff extend children's learning through discussion and praise and children behave well.

Partnership with parents is good. Parents express their confidence in the provision and the support that is given to both children and parents. Information is shared regularly via discussion, reviews, newsletters, displays and the parent's information board. Parental participation is encouraged through consultation and involvement.

What has improved since the last inspection?

Not applicable, as there were no actions raised at the previous inspection.

What is being done well?

- Staff are knowledgeable in policies and procedures which are consistent with practice.
- Staff work as a team to provide a bright and child orientated environment utilising space and resources available.
- Children are confident in their surroundings and familiar with routines.
- Staff plan a range of activities which meet children's interests and which are appropriate for their developmental ages.
- There is a strong emphasis on community involvement through outings and visitors to the setting.
- Children are listened to and their learning is extended via appropriate discussion and questioning.
- Staff know children well and their interests.
- Children behave well and respond to praise given by staff.
- Parents are fully informed via policies and procedures, newsletters, daily communication and regular reviews.

What needs to be improved?

- documentation to include current information in all sources of written information including the setting's Internet site.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
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<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
14	Revise written documentation to include current information in all sources of written information including the setting's Internet site.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Woodlands Park Pre-school Nursery provides very good nursery education for children. Staff have a clear understanding of the foundation stage curriculum and work in partnership with the Early Years Foundation Stage Mentor. Children make very good progress towards the early learning goals and are encouraged to be actively involved in their learning.

The quality of teaching is very good. Staff plan a wide variety of activities, utilising resources within the local community. Staff put much effort in preparing sessions by organising and creating areas within the hall. This creates an environment which is both welcoming and stimulating to learning. Regular assessments are held to identify children's achievements, any learning difficulties and progress. Children with special needs are welcomed and well supported with input from a variety of agencies. Staff encourage good behaviour through acting as role models, praising and sustaining children's interests. Staff deployment is effective and the key worker system works well. However the organisation of the bathroom routine is inappropriate with regards to the size of the group in the area at any one time.

The leadership and management of the setting is very good. Staff work as a team showing an awareness of individual children's needs including interests. Information regarding the child is obtained from the parent/carer prior to the child commencing. Staff are clear about their roles and responsibilities and meet on a daily basis; staff meetings are also held. Reviews are held with parents. Policies are consistent with practices observed.

Partnership with parents is very good. Staff have good relationships with parents and show knowledge of children's home and family circumstances. Parents are invited to attend the unit both to share their skills and as parent helpers. Written information is made available to parents including weekly planning sheets. Feedback is welcomed on the service offered.

What is being done well?

- Children are confident, work well independently and take initiative, showing enthusiasm for learning.
- Children speak clearly and fluently about real and imagined experiences. Children's development is encouraged by staff's consistent interest and engagement in their play and conversation.
- Sessions are well organised and much effort is made in creating an attractive, stimulating learning environment.
- Staff provide opportunities to develop community links by inviting visitors to the setting (tennis coaching session) and arranging outings within the area.

- Good support systems are in place for children with special needs.
- Staff use practical activities and games to develop basic concepts of mathematics. Children enjoy mathematical learning in meaningful contexts.
- Planning is detailed and includes learning intentions, with consideration given to group size, special needs and resources required.
- Assessment is ongoing and is used to inform future planning.
- Staff interaction with children is positive. Staff are welcoming and provide good role models, creating an effective and stimulating learning environment where children are encouraged to try new experiences and develop independence skills.

What needs to be improved?

- the organisation of the bathroom routine with regards to the size of the group in the area at any one time.

What has improved since the last inspection?

The nursery has made good progress since the previous inspection. Staff have now implemented a 'messy' play area where arts and crafts are always accessible.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident in who they are and work well independently showing that they are keen to learn. Children recognise their first name and some children know both their first and last name. Children learn to develop moral behaviour. Staff structure the environment to enable children to take initiative and become increasingly self sufficient in personal independence especially in self registration and when serving self drinks from the dispenser.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident speakers and they are able to express their needs and thoughts through both their work and spoken language. The environment is rich in print, and staff help children learn name recognition and writing their own names on pictures. Children are linking sounds to letters. Self-registration system works well for all children, pictures or names are shown or a combination of both. Children write their own names and practise emergent writing.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are using and developing mathematical ideas as they take part in routine tasks such as drinks times. Staff provide a range of activities both planned and spontaneous, to encourage the children to extend their learning in number recognition, shape and counting. Their understanding of numbers is reinforced through activities such as dice games. Children have a good concept of mathematical language comparing shapes and size which is shown when playing independently with the play dough.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children use technological equipment such as a computer and audio set. They discuss their families past, present and future events. Children have opportunities to look at different festivals. Positive images and photographs of diversity are evident throughout the nursery. Outings and visitors are introduced to extend and consolidate the children's learning including tennis coaching and outings to observe the local environment; observations are recorded.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently around the outdoor area demonstrating an awareness of space and others, learning to stop and start when riding bikes. They balance when playing and constructing soft play equipment, jumping two feet together as they complete the task. They are developing a good awareness of a healthy lifestyle. Children handle tools and utensils with increasing skill during craft modelling, handling paint brushes, pencils and spatulas.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children paint, draw and make constructions that reflect their own ideas. They play co-operatively, imaginatively and independantly. Children learn about feelings through stories and discussions with staff; visitors to the group consolidates children learning. Children confidently sing songs independently and in large groups. Children are keen learners and choose from a range of accessible resources which are set out at different levels.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- improve the organisation of the bathroom routine with regards to the size of the group in the area at any one time.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.